

# Springwest Academy Curriculum

## Springwest Academy Intent

At Springwest Academy, we provide an ambitious, knowledge rich curriculum for all of our students, regardless of start point, in order to promote social justice. All of our students are entitled to acquire the “powerful knowledge” that will enable them to move beyond their everyday experiences and ultimately be successful members of society.

Subject-specific knowledge and skills, guided by the National Curriculum Framework, are at the heart of our curricula. These are delivered sequentially; building on prior learning and promoting progression to help students to develop breadth and depth of knowledge.

To narrow the attainment gap and support successful learning, both now and in the future, our curriculum focuses on the following three pillars:

1. **Reading** - To widen vocabulary and deepen knowledge, students are presented with a wide range of texts and benefit from dedicated, focused reading time.
2. **Oracy** - Clear, confident and fluent communication opens doors and creates a lasting impression. Strong verbal communication also supports structured, detailed writing.
3. **Cultural Capital** - Experience enriches and enhances knowledge and understanding.

## Springwest Academy Implementation

It is expected that:

- All lessons will begin with a relevant ‘Do Now Activity’ (DNA). This should be largely retrieval.
- Lesson and learning structures typically follow the 7 steps set out in the Education Endowment Foundation research on Metacognition and Self-regulated Learning. These are: Activate prior knowledge, Explicit strategy instruction, Modelling of learned strategy, Memorisation of strategy, Guided practice, Independent practice and Structured reflection

As the emphasis is on knowledge and subject specific skills, students should practise recalling and applying facts, vocabulary, key concepts and key debates.

## Springwest Academy Impact

The following assessments will be used to see whether pupils have learnt and can apply subject-specific knowledge and skills and to ensure that their depth and breadth of subject-specific knowledge is progressing over time.

It is expected that:

- All students complete short, regular, knowledge recall tests known as Mastery Quizzes every 3-4 lessons.
- A drafting process takes place through each unit of work with students receiving formative feedback to support in the creation of a model, or ‘best’ piece of work.
- Students undertake summative assessments, known as Progress Checks, on at least 3 occasions in the academic year.